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ABSTRACT

In order to determine the effectiveness of using student performance contracts in social science courses, the author chose two sections of the course entitled "The Individual in Modern Society" and two sections of the course entitled "Social Problems" for a controlled experiment. One section of each course used the contract format, whereby students were asked to sign performance contracts, and the other section was taught in a more traditional manner. Contracts were designed so that students could obtain credits for studying alternative content as well as the usual print content in texts and library assignments. Contract students could complete course objectives with or without use of a learning laboratory center. In signing a contract, each student chose the amount and kinds of course work he would perform and the grade he would receive. All four sections were taught by the same teacher. Analysis of the two groups of students demonstrated that the contract students as a group received higher grades, had less attrition, and made greater use of the learning laboratory, thus gaining more content exposure and achievement of more course objectives. Sample contracts and course descriptions are appended. (DC)

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# PERFORMANCE CONTRACT OR SYLLABUS?
# A COMPARISON OF STUDENT ACHIEVEMENT IN SOCIAL SCIENCE COURSES

by

Gwendoline Y. Fortune, M. Ph

Oakton Community College

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

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LEARNING THEORY AND APPLICATIONS CHICAGO/HARPER CLUSTER #3

This practicum investigated the use of performance contracts in two community college courses compared with two sections of the same courses that worked exclusively from syllabi. The study was designed to determine if contract utilization would communicate to students in a more direct and concise format the requirements for success in a course.

Motivation for students registered for early morning classes, attrition, and failure to complete course objectives included in a syllabus were problem areas prompting the formation of the study.

Contract forms were developed that included activities usually required as well as alternatives for student choice. Operating from a cognitive theoretical orientation that contained some aspects of behaviorism audio and visual materials for out of class study were designated as one measure of success or failure for the contract method. The required activities for both sets of classes were identical. Grading was balanced for each experimental and control class.

The results of the investigation were, (1) less attrition for the experimental classes, (2) less incomplete course work, and, (3) greater use of the learning lab and audio-visual materials by students in the contract classes. Student evaluation of the contract mode was essentially positive. Learning laboratory personnel were enthusiastic over greater student use of the facility.

The investigator recommends more involvement by faculty to study and discuss wider contract use. Administrators should encourage exploration of the contractural model within clusters and college-wide. Improved forms of contracts will continue to be developed in the courses that the investigator teaches.

Truly the Tower of Babel is extant. Instructors arduously prepare syllabi for distribution on the opening day of class to inform students precisely of the requirements, expectations and methodology for successfully negotioating History 101, Algebra 202 and Chemistry 303. Introductory lectures are organized and presented, with time alloted for questions and discussion, so that students may understand how, why, what, when, and where to achieve course completion with satisfactory "grades." Even after these well-planned activities students are prone to evidence lack of understanding of the course procedures by, (1) failure to complete assignments, (2) failure to complete assignments on time, (3) questions about assignments after due dates, (4) anxiety over how they are "doing", and (5) what the "final grade" will be. In the community college where this practicum was undertaken students would sometimes telephone the instructor to ask what they have "missed" while they have been ill.

## Nature of the Problem

At Oakton Community College there has been continuous concern for improvement of teaching. This has included exploration of techniques, construction of methods and strategies to modify the obstacles to learning. Faculty and administration have drawn on various learning theory orientations and experiences in their efforts to create effective learning environments. The task is made difficult because, (1) the community college student tends to be less well prepared and motivated than entering students at four year colleges and universities, (2) entering students are not only 18 year old high school graduates but part-time and full-time adults representing ages from the mid-twenties through senior citizens. Therefore, the student at this type of college cannot be approached in the traditional

mode of instruction centering on lecture, reading, term paper and examination. In any class faculty may encounter a range of students from highly competent, motivated and experienced adults to poorly prepared, frightened, inexperienced high school seniors who are in process of graduating while simultaneously enrolling in a beginning college course.

During six years of on-going attempts to improve the totality of history and social science courses this researcher utilized, (1) self-developed student evaluations, (2) college administered student evaluations, (3) courses, workshops and conferences, (4) dialogues with colleagues and, (5) study of relevant literature. These efforts produced some improvement in the teaching/learning situation, but the task always appeared to be ultimately insurmountable.

A new development in the search occured prior to the fall semester of 1976-77 when a decision was reached to try the contract approach in certain classes as a means of more effectively facilitating learning. The decision was a culmination of several experiences. First, Oakton prepares yearly, an Internal Directory of courses and sections so that students may, prior to registration, see the kinds of instruction offered by the approximately 120 faculty. (See Appendix A for sample page from the directory.) Some students do utilize the document but, most students select classes based on the hours they have available before and after their jobs. Program transfer requirements also enter into the selection. Nevertheless, the information is of interest to faculty who can observe and study many teaching approaches.

Second, inservice modules enable faculty to meet with each other in small groups during the year on a topic of mutual concern. Sharing successes and problems enables faculty to learn of new approaches, techniques, and materials to be tried within their own unique styles. These modules also assist in dissapating frustration over efforts that appear to be less than successful as

faculty realize they are not alone, in either problems or "new ideas."

## Purpose and Process

The particular problem for this writer was, Would performance contracts improve the achievement of students? Several years prior to Fall 1976 the writer had constructed a multi-media, independent study course that was used for several semesters. It was observed that highly motivated, mature students were successful in the course, but less self-directed students did not complete the work (Blissmer, 1976). Would a rethinking and formulating of the concepts of the learning theory on which contract learning is based appeal to a regular class? Could the environment be more productive for students? Would there be an improvement in achieving course goals and objectives?

Preliminary contract forms were devised to include all components of the usual course expectations. Points were assigned for each element. Flexibility was built into the contract to permit student choice. It was decided to offer syllabi and contracts to two early morning classes and syllabi only to matching sections scheduled at later hours. Early morning classes had a reputation for being difficult to teach, with high attrition rates, poor interaction, haphazard attendance and almost every educational pitfall.

B. F. Skinner proposed that the relative infrequency of reinforcement is a most serious criticism of classroom practices (1954, p.86). Tolman proposed that learning is purposive, goal directed behavior (1958). A blend, a synthesis of the bases of these statements undergirded the assumption that contract learning would be of value in improving student learning.

Student course evaluations, learning laboratory usage, end of term grades and attrition numbers were analyzed for control and experimental groups to determine the impact contract use had or did not have over the course of a semester. These variables were expected to demonstrate whether or not the new approach was useful in the learning process.

## BACKGROUND AND SIGNIFICANCE

### Theory Orientations

Edward Chace Tolman hypothesized that learning derives from purposive or goal oriented behavior. That is, an organism acts or behaves in a particular manner because it expects that its behavior will lead to its obtaining some reward. The specific reward or reinforcement may be an end or an interim condition. The how and why of the initiation of the behavior have their foundations in a complex whole of physiology, psychology and sociology. Tolman stated that researchers were far from having plumbed the depths of this complexity. Nearly twenty years after his death we are still unsure of the specific deliniations of the foundations of behavior and learning.

Two major theoretical divisions of the psychology of learning may be termed (A) cognitive-field-gestalt and (B) stimulus-reinforcement-behaviorist. The former division or sets of theory, of which Tolman is an important figure, considers learning to be grounded in a complex of mind, motivation and insight, in which man, as learner, interacts with his environment. The latter sets of theory, as expounded by the current leader, Skinner (1971), conceive of man, as learner, to be a passive recipient of stimuli within the environment, his responses being physiologically and environmentally determined. These responses are capable of being altered by rewards (reinforcements) for desired acts or behaviors. By a system of rewards learning occurs and is channeled (1968, 1971).

Both theoretical orientations have some validity and utility in helping explain aspects of behavior and learning; neither is complete in itself. Behaviorist theory concerns itself with reductionist, atomistic explorations for basic elements in order to <u>control</u> learning. Cognitive theory concerns itself with holistic, situational investigations in order to <u>permit</u> learning. These contrary sounding theories are but differing perspectives or orientations toward learning, and the learner. An intelligent approach is to know both frames

of reference and assess for ones own orientation. The result would be applications wherever objectively valid for the teacher's unique needs for self and student.

The module, Learning Theory and Applications enables one to analyze, compare, integrate, and synthesize elements from scholars of either or both schools.

Contract learning is one attempt to individualize learning. Bloom (1971, p.45) reminds us that, contrary to historic emphasis in education on the normal curve of distribution,

> ...our basic task in education is to find strategies which will take individual differences into consideration but which will do so in such a way as to promote the fullest development of the individual.

Contract learning is defined as a written agreement between student and instructor which describes the goals of the two for achieving certain educational needs. Specific objectives, requirements, time for the process to be completed and evaluation criteria are included. Elements of contracting vary with disciplines, philosophy and resources of the institution, instructor and student. But the four elements listed here occur in all contract agreements researched (Donald, 1976, Barlow, 1974).

There are two major divisions of contract formulation. The first is institutional. The agreement is between the college and the student with all staff, administration and faculty being aware of and involved in the construction and processing of the contracts. Degrees as well as course credit are given for experiential and course learning. Three outstanding cases of institutional contracting have occured at New College, Sarasota, Florida, New College, University of Alabama and Empire State in New York (Weinstock, 1973, Berte, 1975).

The second type of contract learning is specifically between instructor and student. The work done under the contract is translated into a grade which

is processed by the administrative staff exactly as grades have been historically. External to the course no change in learning process is apparent (Hvakian, 1974, Barlow, 1974, King, 1974, Palola, 1975).

In the area of learning or performance contracts an investigation of various forms produced a range from very detailed, structured and instructor controlled contracts in some high schools and colleges to quite general, flexible and egalitarian contracts in colleges and universities. Those contracts representing a detailed, structured approach appear to be derived from Skinnerian Reinforcement theory and Gagne's hierarchial model of learning (Gagne, 1970). Gagne's eclectic behaviorism proposes to observe and describe conditions of learning in objective terms. His mechanistic "Conditions of Learning" are based on neurological changes in the learner that produce eight types or levels of learning. The types are interlocking and sequenced and can be reduced backwards through the sequence to simple S___R. Some contracts reflect a concentration on shaping learning through the development of desired response sometimes including the learner's selection of tasks or stimuli (Unified Studies, 1975, p.1-2, Weinstock, pp.30-38).

There were contractural arrangements that drew from a more cognitive-gestalt. These tended to come from upper levels and more experimentally oriented colleges and universities, such as Orange Coast College and Empire State (Blissmer, 1976, Palola, 1975).

Learning, as viewed by Jerome Bruner, is applicable for the type of contracts used at New College, The University of Alabama and Empire State College, New York. According to Bruner, learning is a cognitive process of interrelated acquisition of new information, transformation of knowledge, and checking the pertinence and adequacy of knowledge (Bruner, 1960). The learner is actively selecting, forming, adapting, so as to obtain desired goals. Three key concepts of Bruner's that are observable in contracts studied for this practicum

are the process of categorization, his description of the emphasis in education, and his theory of education. Categorization or conceptualization means to discriminate and integrate experiences by sequences of decision requiring goal oriented mental events (Bruner, 1971). To this extent Tolman's notion of purposive behavior is continued into the theory of the 1970's. Bruner (1966) emphasizes that the major thrust of education should be in permitting students to use their senses, particularly in dialogue with teachers, so as to develop intellectual growth. Further, education must provide for student confidence in the use of their minds to solve problems, independence in formulating problems, reflective thinking, intellectual honesty and community participation (Bruner, 1966, pp.118-121).

The final theoretical orientation to be investigated for this study was that of Lawrence Kohlberg. Kohlberg has worked in the area of cognitive moral development since the middle of the 1950's. His findings have relevance because the higher levels of cognitive moral development are of value to higher education. For Kohlberg cognitive means organized thought processes. Moral refers to patterns of thinking over time (Fenton, 1975, p.1). Kohlberg's work is organized into levels and stages of growth similar to but not rooted in biolgy as is Piaget's genetic epistomology. His work suggests developmental aspects that are necessary for adult learning in the community college.

Extrapolating the relevant concepts for college teaching and learning, Kohlberg found that people move through three levels in six stages in their ability to think about moral issues. These levels and stages are qualitatively different. The pre-conventional level (stages 1 and 2) is characterized by attention to authority figures, reward, punishment or exchange of favors. The second level (stages 3 and 4) is for Kohlberg the conventional level, during which loyalty to the expectation of the society and family is paramount. Although persons may exhibit behavior implied by this level at any age stage

stage three generally corresponds to Piaget's concrete operational state (ages 7 to 12).

It is well to digress at this point to state that many students entering college are at this level, concrete operational, to use Piaget's terminology (Piaget, 1971), stage three for Kohlberg. This has important implications for teaching. College experiences should facilitate development to his/her cognitive levels.

The third level is the principled level (stages 5 and 6) during which people reason according to moral principles that are valid regardless of authority of groups to which one belongs. Action is determined by critical examination of rules and willingness to change rules for the welfare of society at stage five. Stage five corresponds to Piaget's Formal Operation period. And at stage six action is decided by abstract ethical principles such as justice and equality. This stage goes beyond the beginning limits of Piaget's Formal Operations period. Kohlberg hypothesises that probably no more than one or two percent of adults operate at this level. If this is valid and the college has a responsibility to educate the higher faculties of mankind the discrepancy between entering and closure for college teaching and learning is crucial for education.

These stages are organized systems of thought that are a part of natural development. They are learned as a result of maturation, cognitive capacity, the ability to use formal, abstract thought, and a broad social perspective (Fenton, 1975). School can play a vital role in enhancing this type of learning. [See Bigge (1976, chapters 14 and 15) for a discussion of reflective learning/teaching as his/her cognitive skill development].

The use of learning/performance contracts is an important strategy and tool for promoting higher levels of learning whether we refer to the theoretical formulations of Skinner, Tolman, Gagne, Bruner or Kohlberg. In particular, a systhesis of appropriate elements from these scholars can be found in the "best"

experiments and experiences in the growing use of contracts for teaching and learning.

Over three hundred colleges and universities have experimented with contracting during the past decade (Berte, p.10). Benjamin Bloom has stated, "If the schools are to provide successful and satisfying experiences for at least 90% of the students, major changes must take place in the attitudes of students, teachers and administrators; changes must also take place in teaching strategies and in the role of evaluation (Bloom, et al, 1971, p.44).

Performance Contracts--Survey of Applications

Various terms have been used to describe the process of facilitating learning such as, Individualized Education, Inquiry Learning, Mastery Learning, Learning Contracts, Performance Contracts. In each and all of these efforts the intent is to (1) define the goals of an agreed upon learning experience in terms of time expended, resource/content, (2) determine the evaluation or credit to be awarded on the basis of the effort and result.

Weinstock reported general information and examples of learning contracts, their uses, variations and adaptations. Viewing learning as a process of personal inquiry resulting in changes in the student's thinking, feeling and behavior (p.1). Weinstock emphasized that, "two students may not 'learn' the same things, but the experiences of both are equally valid" (p.2). This perspective is valuable for those who would make the transition from lock-step classroom teaching to individualized education. His work is a cooperative arrangement where student and teacher choose learning materials on the "subject." The problem area for many in this "new" learning is evaluation. Weinstock used a two step method, meetings during the term of the contract for checks and suggestions, and upon completion judgement was focused on the quality of the work in relation to the student's ability and level of achievement (February, 1973).

The objective of this endeavor was to reduce competitive pressure, pressure

to conform, and frustration, and to increase academic interest and personal growth. A corollary was to assist the student in becoming self-directed and in coping (p.4). Weinstock believes that learning contracts will have the greatest impact with students finding meaning in situations in which they have individual concern.

Neal Berte (1975) edited a study of colleges using a diversity of approaches to contract learning. Ten chapters focus on the concept and perspective of contract learning at higher education, goal development process as a critical ingredient, and evaluation with emphasis on diagnostics, flexible and learner-centered approaches. One section presents cases of the pioneer, New College at Sarasota, Florida and juxtaposes freedom and authority as the context for this approach.

The cases of Empire State College in New York; a University Without Walls setting at Morgan State University in Maryland; a traditional setting undergoing change, New College, University of Alabama; and, out of class options at Justin Morrill College of Michigan State University are described and analyzed. John Bilorusky and Harry Butler theorize on the utlization of contract learning, (Berte 1975, pp.144-172) and Berte provides a taxonomy of programs and a discussion of strengths and problems of contract approaches to post-secondary education (1975,173-186).

Berte and Janet G. Donald (1976) are the investigators who have most recently assessed the status of contract learning. The Berte study reports that the concept of contract learning is analagous to Kohlberg's social contract level three, stage five of the principled level in which human rights and welfare orientation is the key. Since many community college students are between stages two and three the use of contracts must take into account this reality and plan accordingly.

## Advantages and Disadvantages

The strengths of contract learning as Berte sees them are eightfold. (1) Offers choice, diversity, interaction and responsibility to students. These lead to development of identity, purpose and sense of competence and interpersonal relationship. Response is to individual differences by devising structure to support learning. (2) Reduces ambiguity for student. Requires specific goals, methods and evaluation techniques. (3) Role of faculty and staff is modified away from their authority as all truth and wisdom. (4) Student initiative is demanded, thus capatalizing on student motivation and freedom with responsibility. (4) Requires student faculty dialogue, feedback and evaluation. (7) Can accomodate institutional and professional demands by permitting certification of students and meets accountability needs. (8) Prepares people to live in a "future-oriented" society. Choice, alternatives and options enable students to develop ability to become "principled" citizens (pp. 174-178).

Where there are advantages weaknesses are also evident. Berte sees several from which the most relevant for this study are included. (1) For some students the situation may heighten anxiety. In some cases faculty give responsibility but little power or authority to student. Independence may be attempted through paternalism. Tradition oriented teachers may impose dicipline values and priorities so as to promote very conservative and structured learning situations. (2) Some students are more disposed to self-motivation and involvement than others. Allowances for creativity does insure or produce creativity. (3) A broader range of faculty competence is required. (4) "A more effective integration of goals of the liberal arts versus vocational preparation in the context of contract learning raises serious questions about where the liberalizing educational experience stops

and training begins (pp. 179-181)."

Donald echoes many of Berte's findings and conclusions. From a list of seven advantages five are pertinent for this study. Contracts, (1) allow students to personally plan work to include some choice in curriculum, method and pace. They improve chances for relevant and meaningful learning even within the format set by instructors, (2) negotiating develops a positive, developmental and reward oriented atmosphere rather than a punishing one. The focus is on achieving goals the student has set. Individual achievement can be more readily recognized, (3) motivation is sustained. Faculty moderates efforts within realistic bounds, (4) More personal feedback can be provided. Student has more control of learning behavior, (5) Clear records of the process are available (p. 3-4).

The four disadvantages noted by Donald were used as cautions and alerting signals for the contract process in this study. (1) Contracts do not replace the need for student contact and classroom interaction. (2) Instructor spends more time planning, interviewing. Greater interpersonal skills are needed. (3) Feedback is critical. Students may misjudge organizational skills, and, (4) Instructor needs more resources, not only texts and bibliographies (p. 4).

## PROCEDURES

### Social Science 101 and Social Problems 103

One section of the course, "The Individual in Modern Society" - Social Science 101 and one section of the course "Social Problems" - Sociology 103 were chosen for the experimental procedure. The Social Science course is an interdisciplinary offering at Oakton that can be selected to fulfill a three hour credit requirement. Consequently, students from all areas of the college may be found in any of the classes, liberal arts, vocational-technical, those who have completed the psychology of personal growth course

and anyone who decides to register. The "Social Problems" course has a pre-requisite of Sociology 101, but students frequently enter despite the pre-requisite. The "Law Enforcement" program requires the course so several students from that program are usually enrolled. The varied backgrounds and the nature of the subject matter for both courses present problems for instructor and student.

The "Social Science" course was constructed to engage the student in inquiry into his motivations as a member of society. The techniques used were a mixture of readings, field experiences, simulations, audio-visual media and group interaction. The course was not organized or taught as a social problems class but as an exploratory experience into the nature and roles of the individual and selected institutions. The responses vary from high involvement to rejection.

The "Social Problems" course investigated selected areas within an eclectic sociological framework with emphasis on the conflict approach. "Law enforcement" students frequently experience difficulty because of a generally punitive orientation brought in from "Law Enforcement." The social interaction and structure approach may be traumatic (anxiety producing) for middle-class suburban students in the 1970's so called "Age of Apathy."

In addition to these difficulties early morning classes were 'hard to spark'. Problems of lack of familiarity with working from a syllabus, classes that do not meet everyday, college expectations for independence in study all led to the decision to offer contracts to the chosen classes.

## Population and Process

Thirty-seven students initially registered for the Social Science class that was chosen as the experimental group. Thirty-five registered for the control class. Thirty students enrolled in the Social Problems experimental class, and thirty-three in the control class. Maximum class size at

Oakton is 35 with additions by teacher and Dean's permission.

The assumptions for this study were that using the contract format (1) students would evidence a lessened attrition rate, even for early morning classes, (2) students would be motivated to complete more of the class objectives therefore achieving better grades, (3) student interest in the course would be more substantial with less hostility to the content.

Losak (1974) reports that "high-anxious" students do not function as well as "low-anxious" students on complex learning tasks. Lessening of anxiety among students enables them to complete activities with an enhanced degree of competence and expected success. If goal-setting and knowledge of expectations in a non-threatening environment could reduce anxiety then satisfactory completion of course objectives could be expected at a high rate.

A comparison was made of experimental and control groups by analysis of student evaluations, grades earned and attrition. Oral responses to questions on the desirability of contracts was solicited.

During the first week of the semester syllabi and contracts were distributed. Students were asked to study them and return with questions and reactions during the subsequent days through the second week of classes. At each class session reference was made to the documents. Students were asked if they understood the process, accepted the contracts or wished to choose an alternative manner of completing the course. On the first day of classes of the third week duplicate contracts were collected. Students were invited to discuss any problems, modifications or whatever, by appointment or after class.

The control classes met at mid-morning, 10:30 and 11:00 a.m. The identical syllabi that had been given to the experimental classes were distributed, as well as full introductions. The same options for questions,

discussion and modification were offered as is the usual case with the instructor. The control groups were encouraged to use media presentations which form a substantial part of the course content.

An arrangement was made with the Learning Laboratory that houses audio-visual media, tutorial and testing facilities, to have students from the researcher's class sign in on a separate form so that a check could be maintained of the usage of programs and material.

Finally, grading procedure was explained. (See Appendix B for explanation and weighting ofitems for grading the control groups. See Appendices C and D for sample contracts).

Throughout the semester students in the experimental groups observed media summaries being returned to students, thus being reminded of the on-going nature of the contracts. At the same time students in the control groups observed the usual return of quizzes and reports and were reminded of the on-going nature of the syllabus' requirements. Syllabi were openly referred to whenever questions of requirements, dates, sources, and procedures were raised. Both syllabi and contracts were visibly displayed whenever reminders were made and questions asked. Clarifications and options were addressed whenever requested.

## RESULTS

### Social Science 101-Experimental and Control Classes

Social Science 101-01 Experimental group (See sample contract Appendix C).

Initial registration - 37

Final registration - 35

Grade distribution

A-19
B-5
C-8
*X-1
**R-2
N-35

*X - indicates course still "in progress." The student has not completed all requirements or objectives but has made enough progress to indicate that completion is possible during the next term. Oakton's equivalent of Incomplete. Does not appear as grade on transfer.

**R - indicates "repeat" the course. Usually awarded when student has not completed enough requirements to justify an X. Oakton's equivalent of F. Does not appear as grade on transfer.

Thirty-two students completed the course with satisfactory grades. Attrition rate based on final registration figure was .05. Attrition rate based on initial registration was .94. Two students failed to complete any requirements of the course by mid-term. These students were entered "N" officially at that time. The "N" designation refers to students who are "no show" at the midterm registration tally.

Twenty-one students returned contracts at the end of the semester. Eleven students preferred averaged grades based on required work completed.

| Experimental group-contract grades | Experimental group-averaged grades |
|---|---|
| A-19 | A-3 |
| B-3 | B-2 |
| C-2 | C-6 |
| N-21 | X-1 |
| | R-2 |
| | N-14 |

Contracts for this group provided for a possible 300 points. Beginning limit of A was set at 230 points, B point spread was 200-220, C spread was 170-190 and D grades were 140-160. There is no F grade at Oakton so achievement below 140 would mean either R or X. One student in this group negotiated for additional work achieving by the end of the semester 350 points.

Thirty-two of the final enrollment of 35 completed the course with grades of C and above. Students completing contracts achieved overall more A's and B's than those receiving averaged grades. Three students achieved A who did

not utilize contracts and two achieved B grades. Twice as many students received C grades who chose not to follow the contracts. The two R grades and the one X were received by students who chose not to complete contracts.

Social Science 101-08 Control group

Initial registration - 35

Final registration - 33

Grade distribution
A-12
B-9
C-5
X-2
R-5
N-33

Failure to complete course satisfactorily based on final registration was .15. "Drop-out" (attrition) based on initial registration was .94. Two students were N at mid-term.

Five students from this class availed themselves of the Learning Laboratory media presentations. Inspection of the averaged work of these five students indicated that four of them produced A quality work in all required work and would have obtained A's without the media inclusion. One student was producing B+/A- without the media input. She received an A for the course.

Oaktor administers student evaluations for courses at a point near the final third of the semester. The results are distributed as a summary of means for each of nineteen questions. The questions were formulated by a committee of faculty in an attempt to ascertain effectiveness in the classroom. The results as reported by this instrument for the experimental and control classes are as follows:

| Experimental class | Control class |
|---|---|
| Total mean - 23.34 | Total mean - 22.64 |
| Average mean - 1.67 | Average mean - 1.62 |

In this scheme 1.00=A, 2.00=B, 3.00=C, 4.00=D.

Scanning the items the lowest (poorest) average was 2.00 for the variable, "follow up was helpful" in the contract class compared with 1.92 for the syllabus class. The highest (best) indicator for any variable in the contract class was 1.24 for the variable, "would recommend this class." The syllabus class returned an average of 1.15 for this item.

Written comments from both classes were included in the evaluations. Two students volunteered that the contract system was what they liked most about the course. During the last week of classes, when asked to evaluate the contracts, one negative response was given. The student responded that he did not require a carrot and stick to complete his work. Other comments were positive or neutral.

Social Problems 103 - Experimental and Control Classes

Sociology 103-02 Experimental group (see Appendix D for sample contract).

Initial registration - 30

Final registration - 24

Grade distribution

A-6
B-6
C-8
X-3
R-1

Failure to complete course satisfactorily based on final registration was .04. Attrition over initial registration was .80.

Five students were N at mid-term. One student withdrew officially. Thirteen students returned completed contracts. Eight students accepted averaged grades.

| Experimental class-contract grades | Exp. Group-Averaged grades |
|---|---|
| A-5 | A-1 |
| B-5 | B-1 |
| C-5 | C-3 |
| X-1 | X-2 |
| R-1 | N-7 |
| N-17 | |

There were two incompleted contracts resulting in two X grades. One X grade was based on averaged grading.

Contracts for this group contained a possible total of 400 points. The A limit was 300, the B spread was 240-290 and C level was 200-230. D grades fell below 190.

Twenty of the twenty-four students completing the course obtained a grade of C or above. Contract students achieved more than twice as many A's and B's than those accepting averaged grades. Fifteen students of the seventeen returning contracts achieved satisfactory grades. Five out of seven whose grades were averaged received satisfactory grades.

Sociology 103-01 Control group

Initial registration - 33

Final registration - 30

Grade distribution

A-8
B-6
C-8
D-1
X-2
R-5

R and X grades were .16 at final accounting. Withdrawal and N designations over the term was .94.

Two students from this class voluntarily used the learning laboratory. Grades for both students were A. Four students in this section stopped attending but did not officially withdraw. One stopped attending after the first quiz and one stopped after the second of four quizzes.

Student evaluations for these classes indicated a total mean evaluation for the control group of 22.32. The average mean was 1.59. The experimental group produced a total mean of 19.90 with the average mean being 1.42. In answer to the querry, "Were the exams etc. helpful?" the control group indicated 2.11, the lowest rating. The experimental group rated the same question 1.81. Experimental group indicated a mean of 1.12 for the question "Would you recommend this class?" Control class rated the same question at 1.00.

Written comments volunteered by students in the evaluation contained four favorable reactions in regard to the contract procedure. One student indicated he "did not like the point system." No students were willing to respond orally on the merits of the system when addressed directly. Asking for anonymous notes on the subject produced no responses.

## Discussion, Implications

Training tends to be toward specific objectives such as repairing or driving a kind of machine. Education has the broader goals of creativity and responsibility. Through training a competency can be attained that may be measured but education develops the total individual "by discovering and releasing human potential." Laboratory derived principles are not directly applicable to improvement of learning (Hilgard and Bower, 1966, p. 542).

Atomistic theories of learning are of value in enabling a teacher to consider necessary sequence and detail when planning for student learning. The findings of investigators such as Thorndike, Gutherie, Hull, Skinner and Gagne are of value in focusing on skills, as in training. The molar-holistic theories of Tolman, Bruner, Lewin and Kohlberg are of value when exploring learning in its higher, cognitive, humanistic concepts. The role of the individual learner as active participant cannot be accounted for except within theory that posits a purposive, gestalt.

A synthesis of relevancies emerges as one realizes that each of the supposed ends of a dichotomy are in actuality complements. And the concept of latent learning enables one to continue working to design strategies and new learning environments or the frustration and boredom would engulf the teacher.

The results of this investigation are interesting at a philosophical/theoretical as well as practical level. To begin with the practical conclusions and implications of the study, an analysis of results leads the writer to report that the use of performance contracts appeared to be of substantive value in facilitating learning during the period of the experiment. In the experimental groups visual analysis demonstrates, (1) higher grades for more students, (2) less attrition, (3) greater use of the Learning Laboratory, with the consequence of more content exposure and more achievement of objectives of the course. The student evaluation instrument does not produce very fine discriminations, so no significance can be derived. With this instrument control group ratings of the courses were slightly higher (better) than the experimental classes. Considering the initial problem of poorly performing early morning classes (experimental groups) the small differences between the groups could be considered an indication of success for the performance contract.

During the spring term, 1976, the evaluation form used in this study was first used. One Social Problems class was evaluated at that time. A comparison of the same items referred to in the results for the Fall Social Problems classes in this study indicates, for the spring class a total mean of 32.27 compared to 22.32 for the fall control group, an improvement of 9.95. The comparison for the fall experimental group was an improvement of 9.90, from 32.27 to 19.90. The average mean for the spring 1976 was 2.21 compared with 1.42 for the fall control group and 1.59 for the experimental

group. A higher mean reflects poorer ratings. A lower mean reflects better ratings. It is not possible to conclude whether the teacher improved, the students improved, or the instrument was more familiar, or what factor may have produced the different results. The state of the art and science of teaching is not easily predicted or controlled. This writer hypothesizes that the "mix" of students in a class, the class personality, is often the deciding factor as to the success or failure of any teaching/learning experience.

The "drop-out" rate is generally a problem at the college, so the loss of two students in one experimental class is heartening. Both Social Science classes "lost" two members and the number of X grades (course in progress) after the end on the term was equal for the two groups. Loss figures were lower for the term studied than for several previous semesters.

The Social Problems course was the eight o'clock a.m. contract class, and while attrition was highest in this class (5) it has not been unusual to lose fully one-half of the original enrollment in this time period. The results are more positive than negative. Refinement of the contract model may produce even better results for student learning.

This investigator and other faculty at Oakton have conscientiously built substantial holdings in 16mm and 8mm loop films, sound/slide and filmstrip/cassette subject content programs. Purchased and teacher made lecture video and audio cassettes are included in the college holdings. Because the writer has as part of her learning theory orientation building the cognitive map by exposure to a variety of perspectives and information, this activity has high priority. Forbes Robertson of Principia College, reporting on the results of performance contracts, found that, "There is a very direct relationship between effort expended in the audio-tutorial

lab and the final grade" (Thornton and Brown, 1968, p. 73). Learning lab personnel report satisfaction with increased use of the facility.

The contract arrangement enabled students to obtain points (credit) for studying alternative content as well as the usual print content in texts and library reading. Students could achieve completion of course objectives without recourse to outside of class media; the contract was so constructed. Or, they could achieve course objectives by extensive use of media. The rationale for this possibility developed from an awareness of the poor reading skills of many students. For this teacher, "All roads lead to Rome," and if perspective and information could be gained by means other than traditional lecture and reading then the options should be available and encouraged. Ideally, poorly motivated readers may eventually become avid readers.

Students could not complete the course without a minimum of reading and writing. But those who read and wrote easily were not encumbered by what some refer to as the "Mickey Mouse of A/V."

It is difficult to objectively assess student interest. The fact of lessened attrition and higher grades may attest to interest, relative ease of achieving high grades with media options or some other variable. Some of the anxiety (hostility) to new and controversial subject content may have been minimized by the abundance of information in the Learning Laboratory. The student could see that the social concerns introduced and discussed simply "the teacher's opinion." The perceived improvement in achievement may be more than a "Hawthorne effect."

Considering the advantages and disadvantages of contract learning as reported in the review of the literature it appears that the validity of the findings of previous studies was borne out in this small effort. Students

were able to receive faster reinforcement (feedback) from the recording of points for activities. They were aware of the "value" of their work and were assured of how each assignment was "weighted" in the total scheme of the course. They could decide whether a particular assignment should be improved or if they could concentrate on improving the quality of later assignments. The number of successfully completed contracts may be an indication of lessened anxiety. Comments on evaluations were generally positive about the course. The results may also indicate a "happier" experience in the course.

The writer's synthesis of learning theory was substantially tested by this study. Realizing that individually negotiated contracts would be time consuming and having noted during past years that students at the college were reluctant to take responsibility for constructing course objectives and procedures when given the opportunity, the contracts formulated were designed to combine elements of reinforcement and cognitive theory. The hope was to "lead" a bit, and provide opportunities for the instructor to "follow."

Some procedures were familiar to students, some options were given, some direction was evident. This was designed in, what was thought to be, a clear, concise format that would not overwhelm and confuse the student. A flexible, experimental attitude was communicated. It is important to remember that all elements of the contract were in the syllabus. The contract was derived from the syllabus. The explication was simplified for greater student use.

Whereas grades were used as an indication of learning, the purpose of the performance contract is for learning. Grades are a necessary incidental at this time because of the conditioned experiences of students and institutions.

For the future it may be possible to foster greater student involvement

in drawing up statements of goals and purposes for accomplishing and evaluating learning. Given the limited exposure present students have in being responsible for their own learning we must proceed carefully. All major commission studies have called for more individualizing educational experiences and a more central role for students in the teaching-learning process. "All agree for more variety in college programs, for more alternatives in curricula, and for a greater emphasis on meeting the needs of individual students" (Berte, p. 4).

The use of performance contracts may have been a motivating factor for eleven students who completed contracts during the Fall 1976 semester. They enrolled for courses the following semester taught by the same instructor.

Questions for investigation in this study were: Would contract learning appeal to a regular class? (This after experience with contract type learning in an independent study format) Could the environment be more productive for students? Would there be an improvement in achieving course goals and objectives? Realizing that being alert to individual needs is the hallmark of teaching, the response to all questions is, for the most part, yes. By recalling both advantages and disadvantages of the contract learning model and maintaining a flexible attitude, performance contracting is a positive development for community college social science courses where expectations are cognitive and process oriented.

Knowledge of the earlier stages or states of growth from physiological psychologies is important in helping students "where they are." Reinforcement theories are useful for devising logical, sequential procedures. Reward is a paramount factor in learning. Punishment is not productive. Cognitive-gestalt theories are valuable in assisting the teacher in learning to abdicate "control" where appropriate, as well as facilitating learning at the level of higher education.

The contracts developed for this study may be considered an interim type, somewhere between completely teacher dominated arrangements and the degree of student decision-making that would be optimal. By a kind of developmental strategy students may be encouraged to take ever growing interest and involvement in designing their education to meet their best needs. The role of the teacher would evolve as guide, mentor, and colleague in the educational setting. A blend of elements of direction and choice, systematically created, is suggested as viable for the goals of individualized education. The writer will continue to improve the development, form and use of contract learning.

Contract teaching/learning is one more option in the array of skills that educators may use to improve their competency. Whatever is productive within the canons of educational theory and practice should be investigated by educators. Whatever is intellectually honest, humane and comfortable for the teaching style of the teacher should be welcomed.

## Recommendations

Faculty at Oakton Community College are encouraged to study the literature on learning/performance contracts and establish more intensive dialogue aimed at implementing this process where possible. Several faculty are already involved in some forms of contracting. Theoretical foundations for the structures being used should be explored to determine that a mechanistic controlling orientation is not evidenced. Individual syntheses of the experiences of colleagues at colleges around the country would enable Oakton students to benefit to a great extent.

Administrators with direct supervisory responsibilities for teaching faculty are encumbered with responsibilities, but individualized education requires expertise based on philosophy, theory and experimentation. From these bases action can result. Oakton Community College has a progressive

philosophy. It is unclear that theoretical and experimental areas are strong. We must do more than give verbal assent to the concepts of improved education. Knowledge and competence will move philosophy to behavior.

Within the cluster organization at the college responsibility could be assumed or designated by a core of faculty to disseminate summaries of information on the results of contract implementation, at Oakton and other institutions. Present in-service modules on teaching techniques should be encouraged, publicized and expanded to encourage awareness and use of the contract model of teaching and learning.

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**III Industrial Psychology**
**Walter Bobkiewicz**
**PSY 221**
**Prereq.: None**

*What You Can Learn:* You can learn how psychological principles apply to industry. You will learn about personnel selection, training, work methods, safety, motivation, labor relations, counseling and related topics.

*How I Teach:* Mini-lectures and discussions. Films and other related activities will be used when and where appropriate.

*What You Will Need To Do:* You will need to attend class regularly, read all assigned material, be involved in class discussions, participate in exercises and experiments. Outside activities will be recommended from time to time. You will do a term project and take quizzes periodically during the semester. You will take a final exam covering all the material studied during the semester. You will be given a contract the first day of class, spelling out the specifics of what was mentioned above.

*How I Grade:* You will evaluate yourself and I will use your evaluation with mine to arrive at a final grade.

*Texts:* Will be assigned at the first class session.

**PSY—Earn six credits. Combine psychology with humanities, history, sociology, or science. See Special Section, Human-us Survival Seminar (HMS 200)**

**PSY 240 — See SOC 240**
**"Introduction to Social Research"**

# SSC Social Science

**I The Individual in Modern Society**
**Trudy Bers**
**SSC 101**
**Prereq.: None. Of special interest to women.**

*What You Can Learn:* This course will focus on women in modern society, particularly in modern political systems. The course will deal with the socialization of women into politically relevant roles, the special concerns of women in the political system, the role and power of women now, and the role and place of women in political systems outside the United States. The course is not a "personal experience" course, except as these personal experiences are related to the political system, nor is it a course which will study the history and biographies of political women. It is a course which will examine the evidence available about the place of women in politics.

*How I Teach:* Lots of discussion, some lectures, movies, guest speakers, and/or whatever else comes along.

*What You Will Need To Do:* You'll need to come to class and take notes or tapes. You'll need to participate in class discussion. You'll need to read assigned text and papers. You'll need to take three examinations (part short answer, part essay). You'll have the option of taking a final examination. You'll need to write two short (3-4 page) positions papers on topics of concern to women. Specific information will be provided later in the course. These should be typed, double space.

*How I Grade:* I'll assign your grade on the basis of your examination grades, your short papers, your final exam, (if you take it) and your class discussion.

*Texts: The Women's Movement*, Deckard.

**II The Individual in Modern Society**
**Thomas Conway**
**SSC 101**
**Prereq.: None**

*What You Can Learn.* This course will attempt to survey several of the disciplines that constitute the social sciences. Special attention will be given to the integration of reading material with classroom presentation.

*How I Teach:* My method consists of a combination of discussion and lecture. Class participation is demanded.

*What Will You Need To Do:* The student will be expected to build progressively definitions of the specialized vocabulary of political science and sociology. This can be done most painlessly by a close and critical reading of the assigned readings and attention to classroom subject matter. Passing grades on the two examinations and completion of the research paper will constitute the required minimum student performance.

*How I Grade:* Grading will be based on the required assignments. All assignments except the final examination may be taken over or re-submitted for a second evaluation.

*Texts:* The textbooks will be announced.

**I The Individual in Modern Society**
**Frank Fonsino**
**SSC 101**
**Prereq.: None**

*What You Can Learn:* This will be a values-oriented course. We will direct ourselves to the numerous issues facing contemporary America. Some of the concerns that will receive attention are ecology, alienation, racism, and death.

*How I Teach:* Practical human skills about making choices and how to listen as we investigate the issues. Much of this will involve learning in small groups. Value-oriented films and resource persons are also utilized.

*What Will You Need To Do:* Critique *Man's Search for Meaning*. Do one sensitivity module. Take two examinations, midterm and final.

*How I Grade:* To receive an A a student must accumulate 360 points out of a possible 400. To receive a B 320 points out of a possible 400. To receive a C 280 points out of a possible 400. To receive a D 240 points out of a possible 400.

*Texts:* Basic text to be announced; the other is *Man's Search for Meaning*, Frankl.

**III The Individual in Modern Society**
**Gwendoline Fortune**
**SSC 101**
**Prereq.: None**

*What You Can Learn:* Observers in all areas of contemporary society report what appear to be profound changes in many of man's basic institutions. We investigate several of these observations from the perspectives of the social sciences. You can learn about structures, processes, and technologies in the society that influence individuals and groups. Awareness and coping abilities can be developed. This is *not* a social problems course.

*How I Teach:* I "throw" information at you. Provocative ideas and concerns from various social science subjects as well as other practical and theoretical orientations are seen, heard, and discussed. You must listen to what others offer, challenge and propose alternatives. Flexibility is an important factor in this course. Films, audiovisual programs and simulations are regular input to stimulate your thinking.

*What You Will Need To Do:* Read all assignments. Attend and participate in class activities and discussions. Complete one or more experiences called "Sensitivity Modules." Complete midterm and final "take home" examinations. Be willing to consider the challenge of this definition of education, "Education is changed behavior." You are, at least, one-half of the course.

*How I Grade:* Upon completion of the five items above you will suggest the grade you have earned, based on your honest assessment of your effort and achievement. Your suggested grade is subject to review by and negotiation with the instructor.

*Texts:* Three paperbacks are read during the term. The first is *The Adjusted American* by Putney and Putney. The second will be announced as the course progresses. The third book will be selected by class members on an individual basis during the final third of the semester.

***"Students will learn the relevant parts of the tax law and how to apply them to individuals and single proprietorships."***
***—M. Milstein, ACC 244***



BACCALAUREATE

## Appendix B

The items included for averaging grades for control classes.

Social Science 101-08

| Assignments | Weighting |
|---|---|
| Discussion group #1-chapters 1-2 | 2 |
| Quiz #1-chapter 3-7 [individual work] | 2 |
| Study questions-chapters 8-11 [group work] | 2 |
| Humans simulation | 2 |
| Turning Point (text-presentations) [group-oral] | 4 |
| Sensitivity Modules [individual work] | 4 |
| Mid-term take home examination [individual] | 4 |
| Third book-[individual work-some oral] | 4 |
| Final-essay [individual] | 4 |
| | 28 |

With option any two agreed upon items, plus attendance and participation, if chosen.

A=25-28+
B=21-24
C=17-20
D=16 and below

Control and experimental classes had as course objectives nine items on syllabus. Control group had independent media option. Six took advantage of option. Sixteen students "suggested" grade they had achieved. Fourteen received grade "suggested". One received a grade higher and one student failed to complete course. n=33.

Sociology 103-01

| Assignments | Weighting |
|---|---|
| Essay #1 | 2 |
| Terms Survey | 1 |
| Quiz #1-individual work | 2 |
| Quiz #2-group work | 2 |
| Quiz #3-group work | 2 |
| Quiz #4-individual work | 4 |
| Term paper/project or exam-individual work | 8 |
| | 22 |

Option to replace any one agreed upon item, plus attendance and participation, if chosen.

A=19-22+
B=16-18
C=13-15
D=12 and below

Control and experimental classes had seven items on syllabus as course objectives. Control group had independent media option. Two students used the option. n=30.

All returned assignments and "graded" input marked as follows .

✓+ =high quality (A)
✓ =good quality (B)
✓- =fair quality (C)
- =poor quality (D)
"Not accepted"=Re-do, see instructor or accept as of not passing quality.

# APPENDIX C
## PERFORMANCE CONTRACT

Student:_____

Instructor: G. Y. Fortune

Fall Semester 1976
Social Science 101
Individual in Modern Society

So that there will be no mis-haps, mis-interpretations or mistakes I, _____ make the following agreement which will make "crystal-clear" what procedures will assure that I receive the evaluation for this course that I wish - and not incidentally, that I achieve an acceptable level of mastery (LEARNING).

Total Possible Points - 300

A = 230 C = 170
B = 200 D = 140

Work that can be done. Select the activities to total the grade you will achieve.

| QUANTITY | POSSIBLE | RECEIVED |
|---|---|---|
| Group discussion #1 | 10 | _____ |
| Quiz #1 | 10 | _____ |
| Study Questions | 10 | _____ |
| Sensitivity Module | 20 | _____ |
| Mid-Term Take home exam | 20 | _____ |
| 2nd Book: Pt. 1 | 10 | _____ |
| Pt. 2 | 10 | _____ |
| 3rd Book | 20 | _____ |
| Media: In-class | 10 ea.(T.60) | _____ |
| Learning Lab | 10 ea.(T.60) | _____ |
| Final Take home exam | 20 | _____ |
| Personal option | 10 | _____ |
| Humanus Simulation | 10/20 | _____ |
| Participation, Attendance (Max.6 Abs.) | 20 | _____ |
| | 300 | |

Note: Individual tapes, f/s etc. reports are short reviews with interpretive comment by you, including how the information or point of view can be of value to you.

About QUALITY

Decide which of these two processes you want to follow. Cross out the unacceptable choice.

1. Teacher evaluation of the quality of work.
2. Personal consultation on quality work.

Grade Attempting_____

Grade Received _____

Date Completed _____

# APPENDIX D

## PERFORMANCE CONTRACT

Student:_____

Instructor: G. Y. Fortune

Fall Semester 1976
Sociology 103
Social Problems

So that there will be no mis-haps, mis-interpretations or mistakes I, _____ make the following agreement which will make "crystal-clear" what procedures will assure that I receive the evaluation for this course that I wish - and not incidentally, that I achieve an acceptable level of mastery (LEARNING).

Total Possible Points - 400

A = 300 C = 200
B = 240 D = 165

Work that can be done. Select the activities to total the grade you will achieve.

| QUANTITY | POSSIBLE | RECEIVED |
|---|---|---|
| 1st Essay | 10 | _____ |
| Terms Survey | 10 | _____ |
| Quiz #1 | 10 (Group) | _____ |
| #2 | 10 (Ind.) | _____ |
| #3 | 10 (Group) | _____ |
| #4 | 10 (Ind.) | _____ |
| Term project/paper (see alternatives) | 40 | _____ |
| Media - In-class | 10 ea. (T.=60) | _____ |
| - Learning Lab | 10 ea. (T.=200) | _____ |
| Personal option | 20 | _____ |
| Participation, Attendance (Max. 6 absenses) | 20 | _____ |
| | 400 | |

Note: Individual tapes, f/s etc. reports are short reviews with interpretive comment by you, including how the information or point of view can be of value to you.

About QUALITY

Decide which of these two processes you want to follow. Cross out the unacceptable choice.

1. Teacher evaluation of the quality of work.
2. Personal consultation on quality work.

Grade Attempting_____

Grade Received _____

Date Completed _____

APPENDIX E

The Individual in Modern Society
Social Science 101
Fall-1976

Semester Schedule(Syllabus)

Weeks 1-2 8/30 - 9/10 Text- The Adjusted American. Normal Neurosis in the Individual and Society, Putney and Putney
Read - Preface and chapters 1-3. Are you free? Are you normal? Are your needs met?
Small group discussions, Filmes, Lecture

Weeks 3-4 9/13 - 9/24
Read Chapters 4-7 Who is aluenated? Who is genuine? Who lives?
Films, Simulation, quiz on readings.

Weeks 5-6 9/27 - 10/8
ReadChapters 8-11 Is it love?
Sensitivity modules, film, study questions.

Weeks 7-8 10/13 - 10/22
Read Chapters 12-16 What is life worth? (SELECT THIRD BOOK)
Take home mid-term, module presentations, film
(Due date 10/25-26)

Weeks 9-10 10/25 - 11/5 Text - Mankind at the Turning Point, Mesarovic and Pestel
Read Chapters 1-6 for first discussions, 7 to end for final discussions. Presentations, "Other Perspectives"

Weeks 11-12 11/8 - 11/19
Book Reports- Scheduled presentations and papers.

Weeks 13-15 11/22 - 12/10
"Change and the Future" Take home examination due December 6
Week 16 12/13 - 15 Oral presentations Last class day December 15
Exams 12/16-12/22.

SSC 101 Media Presentations

Programs starred(*) are available for personal study in the Learning Lab, Bldg.#4

Films not starred will be shown in class

Films - "Result" and "Demokratia" (9/6 - 10)

Programs - *Mass Mind: Conformity and Individualism
*Alienation and Mass Society
*Alienated American
* Man Against Man: A Study of Agression and Conflict

Film - Conformity (9/13-17)

Simulation - "Humanus" Early October

Film - Multiple Man (10/13-17

Film - The Individual (10/13-17

Programs - *Lifestyle 2000: Inquiry into the Future and Can We survive the Future
*Dimensions of Change

Film - A Matter of Survival (11/15-19)

Suggested Readings- for third book and/or personal study

Adelman, Clifford, Generations: A Collage of Youth Culture
Almquist, Readings in Contemporary American Society
Bald win, James, The Individual and Society
Bauman, Zygmunt, Culture as Praxis
Brown, Lester R., World Without Borders
Brown, Wallace, The Good Americans
Castaneda, Carlos, Journey to Ixtlan
Tales of Power
Cantril, Albert H. & C.W. Roll,Jr., Hopes and Fears of the American People
Chamberlain. Neil, The Place of Business in America's Future
Clark, Kenneth B., Pathos of Power
Cochran, Thomas C., Social Change in America: the 20th Century
DeCarlo, Julia E. and C. Madon, Innovations in Educations for the Seventies
Fromm, Erich, The Sane Society (any books by Fromm)
Gorney, R. The Human Agenda
Griffith, R. The Politics of Fear
Hart, Harold H. ed., Censorship: For and Against
Illich, Ivan, Celebration of Awareness ( other Illich works)
Jacoby, Neil H., Corporate Power and Social Responsibility
Jonas, Gerald, On Doing Good
Just, Ward, Military Men
Khelman, Fred. H. ed., 1984 and All That:Modern Science, Social Change and Human Values
Kelsun, Hans, Society and Nature
Lord, Walter, The Dawn's Early Light
Lukacs, John, The Passing of the Modern Age
Macuse, Herbert, Counter Revolution and Revolt
Meadows, Paul, The Many Faces of Change
McDonald, Forrest, The Phaeton Ride: The Failure of American Success
McLuhan, M. and Q. Fiore, War and Peace in the Global Village
Polak, Fred, The Image of the Future
Read, Pier P., Alive: The Story of the Andes Survivors
Rivera, Geraldo, Willowbrook: A Report on How it is and Why it Doesn't Have to Be that Way
Salk, Jonas, Survivial of the Wisest
Stein, M.R. et.al. ed., Identity and Anxiety
Storr, Anthony, The Dynamics of Creation
Theobald, R., An Alternative Future for America
Thompson, Wn. I., At the Edge of History
Torbert, W.R., Being for the Most Part Puppets
Tugwell, F., Search for Alternatives
Wheeler, J.H. ed., Beyond the Punitive Society
Scheiber, and Elliott, In Search of the American Dream
Waskow, Worried Man's Guide to World Peace''
Israel, Joachim, Alienation, From Marx to Modern Sociology
Cirino, R., Don't Blame the People

Some Explanation of How The Class Will Be Conducted

Goal(purpose)--To encourage and promote LEARNING
Method--Social Scientific
Strategies--1. A comprehensive frame of reference
2. Content from the academic discipline
3. Opportunity, time, assistance to achieve the goal
4. Techniques--Open Inquiry (Be a Fearless Fosdick)
Printed Information
Multi-media information
Group work
Written work
YOU!!!

Criteria for Accepted work

1. Adequate time spent in reading and contact with content prior to class time, exam, presentation, or paper to demonstrate familiarity with the information.

2. Content--Be sure you know that the task requires. Be sure you have answered the question asked.

3. Tactics--Correct heading on your work-Name, Course, Section Title, Date. Typed or manuscript on <u>One Side</u> of the paper only. Standard English, correct sentence structure, spelling etc.

4.PROOFREAD before turning in any assignments.

# APPENDIX F

SOCIAL PROBLEMS

Sociology 103

Fall 1976

Semester Schedule (Syllabus)

| | |
|---|---|
| Wk. 1, 8/30-9/3 | Intro. Text Social Problems in American Society, 2nd ed. Henslin and Reynolds |
| Wks. 2-3, 9/6-9/17 | Poverty, Inequality and Unemployment<br>Media Presentations (see list following for all topics) |
| Wk. 4, 9/20-9/24 | Sexism (Quiz #1) |
| Wks. 5-6, 9/27-10/5 | Racism |
| Wk. 7, 10/18-10/22 | Ageism (Quiz #2) Proposed topic and prelim. bibliography 10/22 |
| Wk. 8, 10/25-10/29 | Population, Resources |
| Wk. 9, 11/1-11/5 | Ecology, Pollution (If you wish rough draft checked, now is the time) |
| Wk. 10, 11/8-10,12 | Energy (Quiz #3) |
| Wks. 11-12, 11/15-24 | Institutions |
| Wks. 13-15, 11/29 - 12/10 | Term project/papers due Nov. 29<br>Economics, Political Power (Quiz #4) |
| Wk. 16, 12/13-12/15 | Oral presentations |

## Media Presentations

Programs and films starred (*) available for personal study in Learning Lab, Bldg. #4

* A Reflection of American Values
  To Feed the Hungry
* Depressed Area USA
* Harvest of Shame
* Operation Breadbasket
* Women the Forgotten Majority
* Man and Woman: Myths and Stereotypes
* Assertine Training for Women
* Emerging Women
  Prejudice! Causes, Consequences, Cures
* Boundary Lines
* Why People Hate
* Power of My Spirit
* Viva La Causa
* Metropolis: Creator or Destroyer #1 "How to Look at a City"
* Standing Room Only
* The Science and Ethics of Population Control
* Problems of the City
* Man and the City
* Who Killed Lake Erie
* Black Mesa
* New York City
* San Francisco Oil Spill

* Critical Issues in Science and Society: Great Energy Debate
* With Such as These
* Do We Really Have Freedom of the Press
War
* Saul Alinsky Went to War
A Matter of Survival
* Is America Alive and Well
* Selling of the Pentagon

* By October 22, select and survey for material one social problems topic.
1st level suggested - one topic drawn from the topics in our textbook.

Additional topic possibilities

Collective and/or Individual Violence
Rural/Urban
Deviance
Dissent and Protest
Mental Disorders and Illness
Crime and Punishment
Mental Health
The State of Matrimony and the Family
Deceit: Lying, Cheating, Stealing
Comforting Chemicals (Drugs)
Work
Juveniles in Society

* If you do not care to complete a research paper or project, your options are as follows:

1. Request a take-home exam by Nov. 15th.
2. Review, analyze and critique one approved book in the field.
3. Review, analyze and critique a minimum of three journal articles on a single topic or subject.

For additional information use the LRC, Bldg #4. The LRC has an extensive collection of books in this discipline.

Indexes: Soc. Sci. and Humanities; Public Affairs, Information Service (PAIS), Sociological Abstracts, Psychological Abstracts

All related journals - Ask about inter-library and micro-film service

Abstracts: ERIC and others

Newspaper indexes
Books in print
Paperbound books in print
Bibliographies
Government (we are a depository library)

Some Explanation of How The Class Will Be Conducted

Goal(purpose)--To encourage and promote LEARNING
Method--Social Scientific
Strategies--1. A comprehensive frame of reference
2. Content from the academic discipline
3. Opportunity, time, assistance to achieve the goal
4. Techniques--Open Inquiry (Be a Fearless Fosdick)
Printed Information
Multi-media information
Group work
Written work
YOU!!!

Criteria for Accepted work

1. Adequate time spent in reading and contact with content prior to class time, exam, presentation, or paper to demonstrate familiarity with the information.

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LOS ANGELES

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